**5th Grade Lesson Plan: Vocabulary in Context**

**(vocabulary lesson for the text used in the next lessons: *Many Trades Assist Rural Colonial Virginians*)**

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| **Teacher: Mrs. Terra Crain** | | **Grade: 5** | | | **Date(s)**: **30 minutes** |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during and after reading to deepen understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher: This lesson uses resources created from the website Vocabulary A-Z. It is a paid site. However, the strategies used can be created on your own.**   * vocabulary cards with the word and part of speech on one side, and three sentences which use the word in context on the other side   **PowerPoint presentation to use for note – taking (**[**Example Slide**](file:///C:\Users\430-student.GCS-DOMAIN\AppData\Local\Temp\Temp1_vocabulary_lesson_.zip\Vocabulary%20Words%20for%20Many%20Rural%20Trades%20Assist%20Colonial%20Virginians.pptx)**)**  **Teacher/Student:** [**List of Common Greek and Latin Roots**](file:///E:\Greek%20and%20Latin%20Roots%20dictionary%20for%20teachers.doc) **(this is an example)**  **Student: pencil, paper, co-operative learning self assessment rubric** | | | | **Tier 2 Vocabulary Words:**  **artisan**  **agriculture**  **utensil**  **resource**  **rural**  **sufficient**  **trade (noun)**  **luxury** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RI 5.4; L 5.4**  **I Can Statement(s):**  **- SL 5.1n be created without vocabulary A - Z.webs, Frayer models, Concept development sentences, Part of Speech activities, anaI can determine the meaning of general academic words in a text on a fifth grade topic.**  **-I can use context as a clue to the meaning of a word.**  **-I can use Greek and Latin roots as a clue to the meaning of the word.**  **Instructional Plan:**  Modeled:  1. Demonstrate the strategy that students are going to use by using the word “metropolitan” (tier three word from the text).  2. Read the word and the part of speech aloud to students (from the PowerPoint). Then read the three sentences associated with the words.  3. Use a think – aloud to demonstrate how to come up with a meaning for the word “metropolitan” based on context.  4. “Pretend” that you just know noticed “metropolitan” has a Greek root *poli* which means “city”. Think aloud how knowing the meaning of this Greek root would assist you in defining the word, if you had only looked at the word first!  5. Write the definition for the word “metropolitan” in your PowerPoint notes (students should write it in their notes as well).  Shared:  6. Have students assist you with the word “agriculture”. First, have students look at the word to see if there are any parts of the word that they recognize (or any forms of the word that they already know). Although some students will know the meaning, encourage them to “follow the process” because they won’t always know the meaning of all the words! Encourage them to use their list of common Greek and Latin roots.  7. Show the three sentences for the word to the students and discuss how the word is used (part of speech).  8. Have students help you take what they learned from the Latin root in the word (agri) and the context from the sentences and write a definition for the word “agriculture”.  9. Tell students that the word they will see in their text is “agricultural”. It is an adjective. Help students discover that by adding the affix *–al*, the noun “agriculture” became the adjective “agricultural”. Explain to students that often if they take off the affix of a word, they might understand the base word.  Guided Practice:  1. Give each group a remaining word (if you have less than seven groups in your class, then you can do another one yourself).  2. Explain that they will use their resources (list of common Greek and Latin roots) and the context of the three sentences to come up with a definition for the word. They will need to choose a student to report to the class (if they can’t choose, you can use a strategy like the person who’s birthday is closest to today will share or designate someone else to share).  3. Assist each group with coming up with the “correct” definition – make sure each group has the correct definition before beginning the “sharing” process.  4. During the “sharing” process, use the PowerPoint to record the definitions of each word. Have students record the definition in their notes. When you get to “trade” – point out that it is a multiple – meaning word!  Independent Practice: Vocabulary A – Z automatically creates activities such as word webs, Frayer models, Concept development sentences, Part of Speech activities, analogies, and “fill – in – the – blank” worksheets. These can be created without Vocabulary A – Z. EdHelper also has a vocabulary component that will create independent activities based on your word list. Independent practice can be completed in stations and/or for homework. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1**  **I Can Statement(s):**  **• I can build on others ideas.**  **• I can express my own ideas.**  **• I can follow the rules of discussion**  **• I can carry out my assigned role.**  **Instructional Plan:** You are not directly teaching this standard, but this lesson provides independent practice for co – operative learning. You would have already introduced students to this model during the first week of school as you are teaching general procedures. Explain to students that they should refer to their cooperative learning individual rubric to rate themselves during this brief activity. | | | | |
| **Closing/Summarizing Strategy** | -Have students show you using a visual cue their understanding of each vocabulary word. Explain that they will see these words multiple times in the text that they will be reading for the next several days.  -Have students look at their self – assessment for cooperative learning. Ask them to write a personal goal for next time. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Have students use the Greek/Latin roots learned in this lesson (agri, poli, art) and create a word web with other words using these same roots. Students may use technology and reference sources as needed. | | Students who appear to struggle using context clues to come up with the meaning for unknown words can be pulled in a small group to reinforce this skill. Pull sentences from the selection [*Many Trades Assist Rural Colonial Virginians*](http://www.history.org/Almanack/life/trades/traderural2.cfm) that include the vocabulary words. Use these sentences to assist students with finding the context clues that help them figure out the meaning of the vocabulary word. | | | -ELL students can use the intervention strategy as well, but might need simpler sentences instead of the sentences directly from the selection to practice using context.  [-“Fun Vocabulary Techniques” for ELL learners](http://suite101.com/article/teaching-vocabulary-in-context-a38469) |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Vocabulary A – Z assessment (or teacher created assessment) | | | | | |
| **Teacher Reflection:** (Next steps?)  This lesson is a little lengthy the first time you use this model. However, I have used this model for introducing new vocabulary words several times last year. After the first lesson, you will not have to do the “modeled” and “shared” portions. The “guided practice” typically takes 10 – 15 minutes. I do not use this model EVERY time I pre – teach vocabulary words, because students do get bored! I’ll put it away and introduce a new model, then I’ll bring it back out. | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*